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ABSTRACT

Focusing on teacher teams and their use as a lever for change, the author examines the importance of teachers becoming knowledgeable, skilled, and increasingly articulate about their leadership and participation so that they may take their rightful place in the school reform movement. Ten chapters focus on teams sponsored by the Rockefeller Foundation, in which volunteer teams of teachers, learning how to lead the change process, were a primary intervention for professional development and eventual school change. Chapter titles and topics are as follows: (1) "A Climate for Team Building" covers the teacher role and avenues for teacher renewal; (2) "An Agenda for Team Building" discusses the evolution of team building and examples of academies that inservice teachers in the team process; (3) "Selecting Teams" covers choosing a school, the team relationship to the school, and selection of individuals to attend an academy; (4) "How an Academy Happens" investigates the demand of an academy schedule, personal expectations of team building, analyzing and imagining, planning for the return to the school, and teachers as leaders; (5) "Bonding and Growing" discusses the Outward Bound approach, a proper setting for team building, getting to know each other, and group process skills; (6) "The Team and the Principal" include the topics of principals as members of teams, the need for confident principals, new allies for the principal, the principal as enabler, and support of the central administration; (7) "The Team Returns" discusses spreading ownership, personal transformation, schoolwide transformation, and the role of facilitator; (8) "Making Time for Teams" looks into the new schedules for new responsibilities and some ways to reallocate time; (9) "Obstacles to Teams" covers societal factors, budgets, unions, teacher knowledge and dedication, team function, and continuity; and (10) "Team Building in the Long Run" closes the book with lessons for professional development. (Contains 187 references.) (RR)